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ABSTRACT

The history of the gradual redesigning of teacher education in Ohio from the first certification law for teachers in 1825 to the present is outlined. Descriptions of the rationale and processes of changes are presented in the following sequence: (1) reforms of the past; (2) two critical decades in redesigning teacher education; (3) funding for teacher education programs; (4) principles of educational reform; (5) practices of the present; (6) formation of certification standards; (7) evaluation of teacher education programs; (8) the formation of a State Advisory Commission; (9) inter-institutional and inter-organizational communication; (10) research and redesign in teacher education; (11) standards for school administrators; and (12) prospects for the future. Appended are the Ohio Standards for Colleges or Universities Preparing Teachers, and recommendation options for the Ohio Teacher Education and Certification Advisory Commission. (JD)

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TEACHER EDUCATION REDESIGN IN OHIO: PAST, PRESENT, AND FUTURE

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INTRODUCTION

Reform rhetoric is symbolic of the 1980's. Indeed, it appears that almost every agency, professional organization, and group of academicians is calling for some type of teacher preparation reform. Some call for new teacher training standards; many demand more rigorous coursework within existing standards. Some are pleading for a five-year preparation period; still others are arguing for the elimination of formal teacher education programs. In this climate of "out-reforming one's neighbor", it is easy to forget the successful reform efforts of the past and to lose sight of promising future program directions.

Through effective anticipation, Ohio has succeeded in obviating most of the criticisms of teacher preparation so rampant today. A proactive, carefully considered, and cooperatively executed approach to teacher education redesign is usually more successful than a model that is hurried and reactive to hostile demands. Quickly structured and rapidly deployed bandwagon approaches seldom produce long-lasting positive changes.

This paper briefly outlines the history of the State of Ohio's development efforts with respect to teacher education practice and reform. In considering this history and in understanding where we were, why certain paths were pursued, how decisions were implemented, where we are now, and where we plan to be in the future, it may be possible for others to avoid some political miscalculations and to minimize egregious conceptual errors in future planning.

Before exploring the specifics of that history, as well as reviewing both present teacher education practice and future preparation activity within Ohio, it is important to emphasize that: (a) relatively speaking, teacher education has had a short history in the United States, and that (b) a great deal has

transpired in this field over a short period of time. These truisms are noteworthy because in teacher education, as the knowledge base has expanded, the wisdom of program decisions has often been questioned, despite the fact that earlier decisions were made using the best knowledge available. Hindsight is excellent in most areas; teacher education is no exception. Highlighting the "hindsight tendency" is important because criticism of teacher preparation policies and practice has led to a strong self-effacing posture among many persons in our field. When others have not severely criticized activity in teacher education, teacher educators have engaged in their own form of self-flaggellation. This report hopes to remind educators of how dramatic the changes in teacher education have been and how much positive progress has occurred.

Reforms of the Past

As early as 1820, Ohio citizens formed district committees to evaluate teacher performance. In 1825, the Ohio legislature passed the first certification law for Ohio teachers.

Even in the early part of the 20th century, teacher training was limited and eclectic. Some teachers received formal training in education philosophy and pedagogical methods; many others simply had more formal education than their students; that is, they had completed high school or one or two years of college. Teachers in these early days of the century experienced problems. Their problems were neither anticipated nor addressed in their training. Because only a small percentage of the actual school-age population matriculated through the public schools, formal teacher training practices were more an afterthought than an imperative.

As the population increased and more students began to attend school, educators began to develop a set of certification practices for teachers.

At first the certification procedures were parochial, with the counties testing a prospective teacher and then deciding whether the teacher would fit the mold of the community. Some persons may relish a return to these good old days, although most realize such provincial practices fostered a nepotism that engendered limited prospects for professional growth.

The first state level teacher training standards were established by the Ohio legislature in 1935. The law called for specific types of certificates (e.g., certificates for teachers, administrators) and established four of the five present day grades of certificates (temporary, provisional, professional, and permanent).

Redesigning Teacher Education

It was not until mid-20th century that reform efforts resulted in substantive changes in certification processes. Events of the late 1950's, highlighted by Sputnik, brought about a specific focus on America's educational system. The United States was in second place in the space race, and the common perception was that education was partly to blame for the circumstance. The concept of accountability understandably became popular with educators and the lay public alike. Parents and politicians, who for years had trusted the system, suddenly raised a collective voice calling for change. The ensuing years brought rapid changes in curricular practices; a reaction to societal and political pressures. Federal monies to education rapidly increased. At the same time, the children of baby boom parents began to fill and overcrowd Ohio's schools. The demand for teachers outstripped the supply. In desperation, administrators demanded the issuance of emergency temporary certificates to ensure that classes were adequately supervised.

With schools becoming overcrowded and the increasing need for "temporary" certification, teacher education began to receive its share of the public's

criticism. The public demanded that teachers be properly trained to fully meet the learning needs of children.

By the mid-sixties, Ohio was in the midst of an acute teacher shortage. Attracting and retraining teachers were significant issues. While the public demanded change in teacher preparation practices, teacher preparation programs were low on the academic and financial "pecking order" of most colleges and universities. Historically, teacher education was done "on-the-cheap"; the school of education was basically an institutional money maker. Institutional commitment to reform did not match the public's demand for change. As a consequence, those concerned with the quality of teachers began in 1966 a concentrated focus on the needs of teacher education that has now spanned nearly two decades. Initially, a series of regional conferences on teacher education and certification were conducted by the Ohio Department of Education. These regional conferences led to a statewide conference which served as the primary stimulus for studying teacher preparation requirements.

The problems of improving teacher preparation received intensive study and debate during the ensuing years. Long-range projections suggested that a balanced supply of teachers would be evidenced by the mid-1970's. Hence, educators perceived the seventies as a propitious time to develop new standards that would increase and improve teacher preparation and certification requirements.

An advisory council on Teacher Education and Certification was appointed by the State Board of Education in 1967. This body, composed of educators and lay representatives, initiated two major studies. The first investigation, conducted by the Educational Research Councils of America (ERCA), examined teacher education needs at the secondary level; the second, conducted by The University of Toledo, in concert with other state-assisted universities

in Ohio, investigated the needs for elementary teacher preparation. The findings from these combined studies resulted in new teacher education and certification standards that were adopted by the Ohio Board of Education and became effective in 1972. One of the most salient changes required by the new standards was the requirement that on-campus program evaluations were to become mandatory. The new standards specified that, beginning in 1972, any institution desiring to prepare teachers would be required to undergo an on-site evaluation by a visiting team at least once every five years.

The 1972 standards were, in part, a stop-gap measure toward strengthening teacher preparation. They were designed as a transition step between a period of short teacher supply and one of more balanced teacher availability. The standards enabled institutions to engage in teacher education while further study took place with respect to the efficacy of preparation procedures.

More significant reform efforts were initiated during 1972 and 1973 as calls for dramatic redesign of teacher education came from both the public and from educational professionals. An extensive public forum on educational concerns conducted by the Ohio Department of Education and involving 125,000 Ohioans in citizen seminars and regional meetings, resulted in a mandate to make teacher preparation a priority in the overhaul of the State's education system. And in May 1973, the State Board of Education called for a thorough, comprehensive, and appropriate restructuring of teacher education in Ohio.

Direction for the redesign was provided by a group of college/university presidents, deans, teacher education department heads, school of education teaching faculty, representatives of organizations in Ohio who worked to consolidate professional and public perspectives to improve teacher education, and loosely federated groups and interested individuals. On the recommendation of this group, three parallel sets of discussions were held throughout the fall of 1973.

Set 1: An advisory committee, appointed by the state board of education, discussed major teacher preparation program issues and proposed methods of resolution. The advisory committee consisted of representatives from the major organizations of teacher education faculty and administrators, teachers and school administrators, lay citizens, and teacher education students.

Set 2: Eight representative councils composed of professional educator and lay citizen representatives were convened for a series of meetings to discuss the problems of teacher education and to suggest solutions. The following groups were involved but also met separately: (a) deans and department heads of teacher education, (b) the Ohio Association of Teacher Educators, (c) the Ohio Education Association, (d) the Ohio Federation of Teachers, (e) the Buckeye Association of School Administrators, (f) the Ohio School Boards Association, (h) the Ohio Congress of Parents and Teachers, (i) the Ohio Department of Education, and (j) interested citizens.

Set 3: Two regional conferences were held in each of the six regions in Ohio. Again, the groups identified above were invited to participate and express opinions regarding teacher preparation policies and practices.

As an outcome of the deliberations within each set of discussions, a Progress Report was drafted and made available for professional discussion and public reaction. Additional meetings on "Redesign" were held throughout 1974 and were organized around a common topical outline. Discussion guides to assist participants in focusing on selected topics were made available prior to the meetings. Issues of concern to teacher education were stated in the guides as well as several alternative approaches to addressing the issues. These meetings resulted in a common focus for the restructuring of teacher education, including recommendations for the infusion of more field and clinical experiences; the inclusion of teacher training activities in urban and suburban or rural settings; the systematic follow-up assessment of teacher education graduates; and the curricular preparation of teachers in such areas as reading and media.

An Advisory Committee met to create, based on testimony and previous discussion, a comprehensive set of standards for teacher preparation. Following additional public and professional dialogue, the State Board of Education adopted, on December 9, 1974, new standards for teacher preparation. The reforms outlined in the standards were so sweeping that the State Board of Education deferred full implementation until July 1980. This provided colleges and universities with lead time to effect compliance with the Standards for Colleges or Universities Preparing Teachers (See Appendix A).

Funding

The new standards entailed new practices and procedures that were both time-consuming and expensive. For example, all teacher education students were to participate, prior to student teaching, in field and clinical experiences, equivalent in time to one full quarter (or 300 clock hours). The participation requirement significantly increased institutional equipment, transportation, and supervision costs. Further, the requirement in the standards of a faculty/student ratio of 14 to 1 meant the hiring of additional faculty. The colleges and universities involved in teacher preparation were unable to absorb these new costs, leading the Ohio General Assembly to create in 1975 a special purpose appropriation for teacher education. These appropriated funds are distributed directly to institutional teacher education units on a capitation basis. Legislative language also requires the Ohio Department of Education to provide professional services to effect and maintain compliance with the new standards. Colleges and universities are required to expend these funds only to supplement existing teacher education budgets and grants may not be reallocated to other purposes by institutional presidents.

Prior to 1980, the funds allocated by the Ohio General Assembly were used to aid institutions in achieving compliance with the standards; to effect

changes in institutional organization, curriculum and evaluation procedures; and to provide carefully planned, supervised, and evaluated field-based and clinical instruction. Since the effective date of the standards (1980), the monies have been used to assist institutions in maintaining compliance and to promote further research and development in problematic areas of teacher preparation. By the end of the 1985 Fiscal Year, public and private colleges and universities will have received approximately 40 million dollars in direct subsidy payments.

Principles of Reform

In viewing the reforms of the last two decades, certain process principles emerge as central to the efforts of those involved in Ohio in restructuring teacher education. These principles served as a foundation for the approach used by the Ohio Department of Education in involving all appropriate constituencies in the consideration of the form and substance of teacher education.

1) Legal responsibility can be and is carried out in many ways. The Ohio Department of Education has assumed the role of catalyst and facilitator for change in teacher education. This goes much beyond a regulatory function and was and continues to be an essential base for strengthening teacher education through standards and encouraging cooperation and communication.
2) The broad-based involvement of professional and lay groups in identifying issues and suggesting solutions is essential to their supporting eventual program decisions.
3) The identification of a timetable that permits change to occur at each support level is essential to effective program implementation.
4) The provision of sufficient funds to assist institutions in making the requisite changes in program design and faculty involvement is vital

to achieving effective program implementation as well as affecting institutional support for the desired change.

5) The identification of standards that prescribe direction for practice but leave room for institutional initiative, modification, and uniqueness is essential to effective program change.

6) The realization that standards are evolutionary in nature, that they are end points, is essential to affecting constructive program change over time.

7) The positive nature of the approach to teacher education redesign tends to encourage and recognize needed changes in programs. Program evaluation is, of course, a regulatory function of the Ohio Department of Education. However, through use of a team of persons external to the Department trained in evaluation process and procedures to focus on programs, evaluations are undertaken to build upon strengths and to eliminate weaknesses. This promotion of a quasi-formative evaluation concept is an inherent and important part of each on-campus evaluation.

These principles are manifest in the reforms described to this point; they are also implicit in the current teacher education improvement practices in Ohio.

Practices of the Present

Teacher education graduates of 1984 are beneficiaries of cooperatively designed programs resulting from the adoption of the Standards for Colleges or Universities Preparing Teachers. Though the standards cannot ensure competence, they do establish minimum conditions for quality preparation. In Ohio, an elected State Board of Education has the legal responsibility for

monitoring the quality and content of teacher education programs. Section 3319.23, Ohio Revised Code, specifically provides that the State Board of Education shall:

- Establish standards and courses of study for the preparation of teachers;
- Provide for the inspection of institutions desiring to prepare teachers;
- Properly certificate the graduates of such approved courses and institutions; and
- Approve such institutions as maintain satisfactory training procedures.

Standards

The 1980 standards adopted by the State Board of Education and implemented by the Ohio Department of Education are the foundation for teacher preparation. Colleges and universities must define a body of knowledge, skills, attitudes and values (KSAVs) they determine as essential to effective teaching. Included within the KSAVs, all prospective teachers are required to be prepared in the teaching of reading; to possess basic human relations skills; to be able to manage behavior broblems; and to be skilled in the clinical use of diagnostic instruments. In addition, all are expected to have teaching experiences, prior to certification, in urban and suburban or rural schools.

To assure that these expectations are met, teacher education institutions provide the following:

- complete syllabus and specification of essential prerequisites to and requirements for each course;
- practical school experiences, which are initiated early in and sequenced throughout the teacher education program;
- close working relationships with schools;
- broadly representative committees advising the teacher education staff on curriculum design and evaluation;

- follow-up of graduates to obtain data on preparation program and teacher effectiveness;
- faculty members in professional education that have had successful elementary/secondary teaching experience (as appropriate); and
- funding and staffing at a level comparable to other professional preparation programs.

The standards as outlined in Appendix A set a direction to and minimum levels for teacher preparation experiences. They do not prescribe a single or "right" set of competencies. Rather, the standards challenge institutions to clearly specify understandings and skills prospective teachers are to possess as preconditions to effective classroom teaching. There is, in fact, a healthy variety of practices within and among the teacher preparation institutions of Ohio.

Evaluations

Evaluation of teacher education programs by the state is another essential attribute of the Ohio standards. On-site evaluations of teacher preparation programs began in 1972. Evaluations occur once every five years for each of Ohio's forty-eight approved teacher education institutions. Analysis of the findings of the first ten evaluations in 1972 provided a focus on need areas that were addressed in the standards adopted in 1974.

Evaluation teams composed of college teacher educators, elementary and secondary school practitioners, teacher education students, and public representatives visit each campus for three full days. Prior to the team evaluation, an audit is conducted to collect data regarding budget allocations and transcript listings for review by the team. The three-day evaluation consists of interviews with faculty members, students, and administrators as well as an assessment of curriculum exhibits. A comprehensive evaluation manual,

"Procedures for Approval of Colleges or Universities Preparing Teachers", has been prepared by the Ohio Department of Education to provide a guide for on-site evaluators.

The evaluation team attempts: (a) to determine whether an institution seeking initial or continuing approval meets prescribed state standards; (b) to identify specific areas of commendation in teacher preparation; (c) to identify areas in which the institution maintains or does not maintain satisfactory preparation procedures; and (d) to establish follow-up evaluation processes to certify institutional accomplishments and assure that program weaknesses are addressed.

A summative report is issued at the end of each on-site evaluation. The evaluating team informs institutional representatives of its findings, and signed copies of the report are forwarded to the Ohio Teacher Education and Certification Advisory Commission, where either reconciliation or institutional approval procedures are initiated.

Advisory Commission

To assure continuing focus on teacher preparation and to provide participatory leadership to teacher education redesign, the State Board of Education appointed a fifteen member Ohio Teacher Education and Certification Advisory Commission in 1974. Current membership includes broad-based representation from the education profession, including practicing teachers and teacher education students and lay citizens.

The Advisory Commission meets several times each year to study and make recommendations on teacher education standards, to assist colleges and universities in the development of teacher education programs, to review and make recommendations regarding teacher supply and demand, and to analyze and report financial requirements for teacher education. Most important, the

Commission studies and reviews each evaluation team report, as well as the reconciliation report. Following review by the Commission, one of several recommendations is made regarding each institution's program (See Appendix B for listing of Commission recommendation options). The State Board of Education makes a final decision to grant or withdraw institutional approval to prepare teachers.

The Advisory Commission serves as a sounding board and an accepted voice for teacher education. The broad representation on the Commission helps ensure that all constituent groups throughout the state are aware of practical and philosophical developments in teacher education.

Cooperation and Communication

One of the by-products of the Ohio redesign effort has been enhanced inter-institutional and inter-organizational communication. For example, there are two active teacher education associations, OACTE and OATE. Membership in the former group is primarily college and university administrators; the latter group is composed principally of teaching faculty. These organizations cooperate by holding joint statewide conferences and publishing a joint newsletter.

The state university education deans (SUED) conduct monthly meetings to discuss mutual concerns and to examine relevant teacher education issues. The private college deans and heads of teacher education have a similar organization structure (OAPCTE). In addition, the two groups (SUED and OAPCTE) periodically hold joint meetings to discuss teacher education policies and practices. Representatives from the State Department of Education are usually in attendance to provide input regarding political or budgetary matters. Finally, the Division of Teacher Education and Certification disseminates information to teacher education and lay groups through newsletters and various research reports.

Research and Redesign

The Division of Teacher Education and Certification frequently awards grants for projects and studies related to redesign. For instance, an inter-institution Study Council for Research and Development in Teacher Education was sponsored and cooperative projects were funded. Also, teacher education field development grants were awarded to encourage closer cooperation with schools and to assist in development and evaluation of materials and activities for classroom teachers who work with teacher education students.

Recognition by the Association of Teacher Educators was given in early 1984 to two programs at an Ohio college and university that grew out of the response to redesign standards in the area of urban field experiences.

The State Department of Education collaborates with college-university educators in some inquiry endeavors; other studies are executed solely by universities or school systems. Copies of studies are widely disseminated throughout the state. A sample of study topics examined over the past five years include:

- "Cooperating Teachers' Expectations of Pre-service Field Experience Students"
- "Recruitment Practices of Teacher-Education Institutions in Ohio"
- "Teacher Education Curricula: Teacher Preparation Practices in Human Relations and Behavior Management"
- "A Comparison of the Academic Abilities of Education and Arts and Sciences Majors"

In addition, numerous studies supported by individual masters' theses and doctoral dissertations have focused on questions relevant to teacher education redesign.

Instructional Leadership

Focus to this point has been exclusively on teacher preparation. Substantial evidence suggests, however, that the success of the teacher is highly dependent upon administrator performance. Administrators set the tone for a school; they establish expectations for students and teachers; and they create the upper level for what is achievable in the school setting. Because of the importance of the principal's role in affecting building performance, the State Board of Education adopted new "Standards for School Administrators", in 1983, to become effective in September 1985.

The new standards stress the instructional leadership function of the principal, that is, the role of the principal as teacher of teachers. Stronger, tighter program requirements were established within an administrative core with work in such areas as policy planning, school law, school finance, public relations and administrative theory; within a curriculum and instruction core that includes work in program development and instructional improvement; and within a foundations core that requires experience with educational research methods and administrator awareness of the historical, social and philosophical foundations.

In addition, all prospective administrators must complete two planned, supervised, and evaluated field experiences. These field experiences, along with an administrative entry year development program, provide for on-going, continuing education that should enable principals and district-wide administrators to acquire and maintain the knowledge and skills for effectively fostering teacher performance and growth.

Prospects for the Future

The challenge for the future in Ohio is to maintain the momentum established during the past decade toward strengthening teacher preparation,

a task easier said than done. Maintaining momentum implies creating a delicate balance between reflection and action; between research-based and experimentially-derived knowledge; between deliberating cautiously on a series of complex teacher preparation questions and acting decisively after all sides of the questions have been appropriately considered.

The revised standards for teacher preparation adopted in 1974 and effective in 1980 constituted a significant step toward improving teacher preparation. However, it is the nature of standards to define a moment in time, to "freeze" concepts, issues, and direction. A task for the immediate future is to re-examine 1972 certification standards in light of experience with the revised teacher preparation guidelines, as well as the research evidence now available on effective teacher preparation and effective teaching/learning behavior. The State Board of Education recognized this need to "close the loop," and in its mission statement for the 80's, A Blueprint for Excellence, committed itself to considering recommendations for revision in 1985. The Board then took steps to assure achievement of its commitment by charging the Ohio Teacher Education and Advisory Commission with responsibility for bringing to the Board, during 1985, recommendations with respect to two charges:

1. to revise the current teacher education and certification standards; and
2. to develop standards for universities involved in the advanced preparation of professional school personnel.

In addressing its tasks, the Commission will continue to honor the principle of broad involvement of lay and professional citizenry, which has characterized planning efforts to date. Commission members will likewise attempt to surface and explore the full range of positions on the complex questions inherent within each of the program charges.

The Commission has begun formulating plans in concert with the Ohio Department of Education for obtaining broad-based input on the issues that must be addressed prior to addressing its dual charge. It has first sought to define goals and objectives. The focus will be on teacher preparation, not teachers; and refining existing program quality, not creating it. It should be noted that Ohio has looked first at the processes and substance of teacher preparation, and only now will share this focus by giving increasing attention to the products of these programs - our teachers. We believe the foundation for improving our teachers is the preparation program.

Commission members have begun to prepare to dialogue on the crucial questions under each task; they have made themselves aware of major thrusts within the literature that are likely to color responses they will receive from constituents to the questions raised. These thrusts suggest that:

- teacher status and prestige needs to be improved;
- content and process demands of teacher preparation programs need to be examined closely;
- redesign certification procedures need to be built on a strong knowledge base;
- classroom teachers should possess a common base of knowledge and skill;
- preparation of teachers should include breadth and depth in clinical learning;
- colleges of teacher education and their school counterparts must collaborate more effectively;
- teachers who are beginning their careers need close supervision and substantial support;

- personnel evaluation processes should improve teacher competency;
- classroom teachers need to practice new skills in a supportive environment if they are to effectively alter behavior.

In examining these thrusts, the interrelatedness of the two charges regarding teacher administration preparation has become quite clear. Understanding the interrelatedness, however, does not simplify the tasks that need to be addressed. The following is a sample listing of the complex subtasks facing the Commission under the two "charge" categories.

A. Teacher Education and Certification Standards

- Determine the body of academic knowledge for each certification field.
- Consider requiring competency tests during the teacher preparation sequence and prior to initial certification.
- Study and determine the most appropriate means of providing entry into teaching.
- Define issues surrounding teaching in the middle grades and consider what certification requirements are appropriate for this level.
- Consider appropriateness of special certification for the gifted.
- Determine modification in the Standards for Colleges or Universities Preparing Teachers needed to make them compatible with certification requirements.

B. Advanced Professional Personnel

- Assess appropriateness of continuing education units for renewal of certificates.
- Identify requirements for professional/permanent certification.
- Identify implication of changes in certification requirements upon advanced preparation programs for professional school personnel.
- Study the implication of finances to appropriately prepare professional personnel at the advanced level.
- Assessing competency and recency of professional practice of faculty engaged in the advanced preparation of professional personnel.

None of these tasks are discrete, all are multi-dimensional. Response to each individual question and to each set of questions has implications for responses to several others.

In essence, the challenge to the Commission and the State Board of Education is extensive. Achieving consensus on the majority of questions to be addressed will be taxing but necessary given the nature of the task. However, if history is a predictor, the Commission and the State Board will complete the work effectively and teacher education will become stronger as a result of the focus upon it.

The history of broad involvement in the exchange of ideas, of state department of education sensitivity to variant positions, of a working philosophy of shared, cooperative decision-making within a legal framework, and of State Board of Education support for program implementation efforts has led to a spirit of optimism in the teacher education community. If the best predictor of future success is past and present performance, Ohioans can trust that the imperative issues will be addressed vigorously and effectively.

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NOTE:

A complete list of studies solicited by or completed by the Division of Teacher Education and Certification, Ohio Department of Education is available from the office in Columbus, Ohio.

APPENDICES

A. STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS

B. RECOMMENDATION OPTIONS OF THE OHIO TEACHER EDUCATION AND CERTIFICATION ADVISORY COMMISSION

APPENDIX A

STANDARDS FOR COLLEGES OR UNIVERSITIES PREPARING TEACHERS

3301-25-01 Organization

(A) Prerequisite to the approval of a college or university to prepare teachers by the State Board of Education, the college or university shall first obtain authorization to grant the applicable baccalaureate or advanced degree by the Ohio Board of Regents.

(B) A college or university seeking initial or continuing approval to prepare teachers shall submit evidence that its governing body, administration, and faculty regard teacher education as one of the integral parts of the college or university's total purpose and support teacher education commensurate with defined purposes and objectives.

(C) A clearly defined statement of purpose and objectives shall be established for each field in which teachers are prepared.

(D) Approval of a college or university by the State Board of Education to prepare teachers shall be for explicit teaching fields; e.g., elementary, comprehensive science, educable mentally retarded, or distributive education.

(E) The primary responsibility for the preparation of teachers within a college or university shall be exercised by a clearly defined and organized administrative and instructional unit, such as a college, department, division, or school of education.

(F) Relationships shall be established between the college or university preparing teachers and approved or chartered schools or school districts for the purpose of providing teacher education students with field-based experiences; and shall be formulated with written agreements when requested by either party, which shall include mutually agreed upon: (1) activities, services, and compensation; (2) roles and responsibilities; (3) provisions for solving problems and the coordination of ongoing activities; (4) means for revisions to meet changing needs and conditions; and (5) professional development programs for persons involved in the preparation of teachers. Experiences and objectives shall be jointly developed, with consideration of recognized professional guidelines, by representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers: the college or university preparing teachers; and teacher education students.

(G) The college or university unit having primary responsibility for the preparation of teachers shall select advisory committees of interested groups from within the college or university preparing teachers, interested groups from within approved or chartered schools or school districts, and interested citizens. Interested groups and organizations may submit nominees to the college or university preparing teachers for appointment to the advisory committees. The college or university preparing teachers shall utilize the committees for the purpose of advising on the design, approval, and continuous evaluation and development of teacher education, including criteria, policies, and procedures pertaining thereto. The advisory committee shall meet regularly and report to the college or university preparing teachers. The college or university preparing teachers shall act upon the reports of the advisory committee, and report its action to the advisory committee. The advisory committee minutes shall be made an official part of the documentation used in the evaluation by the State Department of Education.

(H) Continuous recruitment and counseling shall be conducted to encourage the enrollment of individuals who evidence potential to become outstanding teachers.

(I) Teacher education students shall be selected and admitted pursuant to criteria and procedures adopted by the governing body of the college or university which are conducive to the acquisition of the body of knowledge, skills, attitudes, and values necessary for becoming an effective teacher. As used in Chapter 3301-25 the phrase "attitudes and values" means those characteristics necessary for a prospective teacher to successfully contribute to pupil growth; development; and tolerance for, and understanding of, human diversity.

(J) Retention of teacher education students shall be pursuant to established criteria predicated upon satisfactory progress toward acquiring and utilizing the requisite body of knowledge, skills, attitudes, and values while completing course work and clinical and field-based experiences.

(K) Criteria, policies and procedures shall be adopted by the college or university to govern teacher education and shall not discriminate on the basis of race, sex, political affiliation, religion, age, or socioeconomic status for teacher education students. Due process procedures shall be specified and accorded any individual who may be adversely affected by said criteria, policies or procedures.

(L) Agreements, criteria, objectives, policies, procedures, and purposes required by this standard shall be set forth in writing and disseminated as appropriate or upon request to administrators, faculty, and teacher education students within the college or university; cooperating school personnel; interested groups and organizations; and the State Department of Education.

3301-25-02 Curriculum

(A) The body of knowledge, skills, attitudes, and values determined essential for effective teaching shall be specified for each field in which the college or university is approved to prepare teacher education students.

(B) The specified body of knowledge, skills, attitudes, and values shall serve as the basis for development of the teacher education curriculum in each teaching field to include course work in general and professional education and in the content area of specialization, as required by approved teacher certification standards. The teacher education curriculum shall adequately reflect identified and significant academic and social concerns which would include:

(1) the teaching of reading, as it pertains to the field for which certification is being sought;

(2) human relations related to both teaching in a culturally pluralistic society and working effectively with students regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality not requiring a full-time specialized educational environment;

(3) analysis and evaluation of one's performance skills as they relate to teaching behavior;

(4) dealing with behavior problems (e.g., aggressive, abusive, withdrawal, et cetera); and

(5) selection, preparation, and effective utilization of educational media to facilitate learning.

(C) Each teacher education student shall satisfactorily participate in clinical experiences which present individual cases or problems involving the application of principles and theory in teaching and learning. Through clinical experiences under the direction and supervision of experienced faculty—in a college or university laboratory setting, approved or chartered school, or other approved setting—the teacher education student shall be involved in the use of diagnostic testing instruments and observational techniques to enable an analysis of pupil learning progress or difficulties, on both an individual and group basis, and prescriptions of instructional strategies, educational media, and materials to maximize pupil learning outcomes.

(D) Each teacher education student shall satisfactorily participate in a series of carefully planned, supervised, and evaluated field-based experiences for which specific learning objectives have been set to assure increasing proficiency in performing the various teaching responsibilities under actual school conditions. Experiences and objectives shall be jointly developed among representatives of approved or chartered schools or school districts, including administrators, supervisors and teachers; the college or university preparing teachers; and teacher education students. Field-based experiences shall be completed in a variety of urban and suburban or rural settings. Field-based experiences shall include at least one full quarter of student teaching, during which time the teacher education student will be expected to follow a teacher's regular schedule. College or university supervision of student teaching shall be conducted or augmented by professional persons having specialization within the particular field of the student teaching assignment. Cooperating teachers in the student teaching experience shall possess the appropriate standard certificate, and have a minimum of three years of classroom teaching experience including one year in the field for which the service is being provided.

(E) The clinical and field-based experiences for teacher education students shall be: (1) an integral part of the teacher education curriculum, commencing early therein and continuing in a sequential manner; (2) related to school-age youth; and (3) equivalent in time to one full quarter in addition to the student teaching experiences as specified in Part D of this standard.

(F) A complete description of the teacher education curriculum for each field—including, but not limited to, the sequential learning needed within the body of knowledge, skills, attitudes, and values as identified through instructional objectives and syllabus for each course, clinical experience, and field-based experience therein, together with the identification and specification of essential prerequisites—shall be submitted to the State Department of Education for approval at least every five years, or sooner if revisions are desired therein.

3301-25-03 Instruction

(A) Instruction in all courses within each teacher education curriculum shall utilize a variety of appropriate instructional procedures which contribute to the effectiveness of teacher education students' preparation.

(B) Instruction will insure that all teacher education students shall be able to utilize effectively various types of educational media.

3301-25-04 Faculty

(A) An administrator shall be employed and assigned adequate time to provide leadership and direction to the unit within the college or university having responsibility for teacher education. Said individual shall be: (1) qualified for such position by virtue of extensive academic preparation and experience associated with an approved or chartered school or school district, and higher education; (2) responsible for recommending certification of those teacher education students who have satisfactorily completed the requirements prescribed by the State Board of Education and the laws of Ohio; and (3) the college or university's official representative in working with the State Department of Education.

(B) Specific faculty competence shall be evidenced for each field in which teachers are prepared. Each member of the faculty shall have academic preparation appropriate to each teaching and supervisory assignment.

(C) Each member of the professional education faculty shall have had at least three years of satisfactory and appropriate teaching experience in an approved or chartered school or school district, or comparable experience for the services to be performed as may be approved by the State Department of Education, and shall maintain a current and knowledgeable relationship with elementary and secondary schools. In addition, each member of the professional education faculty responsible for teaching courses required for specific certificates shall have had at least three years satisfactory and appropriate experience related to such courses in an approved or chartered school or school district, or comparable experience in an approved setting.

(D) The professional education faculty teaching load (including number of hours and students) shall be consistent with the established purposes and objectives of teacher education and shall provide faculty adequate time to advise and counsel teacher education students; work on various advisory, planning, development, and evaluation committees; and conduct research, write, and be involved in other such appropriate experiences as are required by the college or university as a whole.

(E) Part-time faculty should be utilized when there is a need for a special competence neither represented on the regular faculty nor requiring a full-time faculty member, or there is a need for temporary additional services in the areas of competence already represented on the full-time faculty. Where consistent with college or university policy, part-time faculty shall be involved as full-time faculty on various advisory, planning, development, and evaluation committees and may be assigned time to be available for advising and counseling teacher education students.

(F) Professional education faculty shall be assigned in sufficient numbers to enable the planning, instruction, direction, supervision, evaluation, school liaison, advising and counseling required by the provisions of Chapter 3301-25. The faculty/student ratio required to implement the provisions of Chapter 3301-25 will approximate one full-time equivalent faculty member for each fourteen full-time equivalent teacher education students. A full-time equivalent faculty member shall be assigned to plan, supervise, and evaluate student teaching experiences for each fourteen full-time equivalent teacher education students involved therein.

(G) The professional education faculty at both the undergraduate and graduate levels, to the extent the purposes and objectives of teacher education are served thereby, shall represent a level of academic preparation and teaching load, and be accorded rank and salary at least commensurate with other faculty who teach baccalaureate courses and advanced degree courses, respectively. Planning, supervision, and evaluation of field-based experiences for teacher education students shall be considered equivalent to on-campus assignments.

(H) This standard shall pertain to all faculty members employed by a college or university after the effective date of this standard.

3301-25-05 Teacher Education Student Services

(A) Comprehensive teacher education student services shall be provided but not limited to:

(1) Orientation to: (a) teacher education; (b) characteristics, rules, regulations and policies of participating elementary and secondary schools; (c) resources available to assist in acquisition of the requisite body of knowledge, skills, attitudes, and values; (d) career options available through teacher education; (e) employment potential, conditions, and salaries in the various career options; (f) professional rights and responsibilities; (g) teacher and other education-related organizations.

(2) Individualized counseling scheduled on a regular basis throughout the college or university experience to provide for scheduling and review of courses or experiences predicated upon self-assessment, career objectives and needs assessment.

(3) Maintenance of each teacher education student's cumulative record, which includes at least: (a) career objectives, (b) completed course work, and (c) evaluations of course work including clinical and field-based experiences and hours completed.

(4) Placement services for graduates seeking initial or subsequent employment in education.

(B) Teacher education student services shall be conducted pursuant to published policies and procedures established within the college or university. Times available for the various teacher education student services shall be published and distributed to all teacher education students.

(C) Only individuals who are qualified by appropriate preparation and experience shall be assigned responsibility for providing teacher education student services.

(D) Individuals responsible for providing teacher education student services on other than a full-time basis shall be assigned time and facilities to provide such services.

3301-25-06 Facilities

(A) Physical facilities, instructional materials, equipment, and other resources essential for conducting teacher education shall be provided.

(B) The physical plant shall be designed to fulfill the college or university's defined purposes for teacher education, and shall provide for the safety and health of students and faculty.

(C) The library shall support the instruction, research, and services pertinent to each teaching field in which teacher education students are prepared. The recommendations of professional education members, national learned societies, and education organizations shall be considered in maintaining and building the collection for each teaching field in which teacher education students are prepared. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangements of books and periodicals, and adequate hours of accessibility. Ample provision shall be made for utilizing newer developments in library services. The library shall be administered on a full-time basis by a professionally trained librarian.

(D) Laboratories and laboratory equipment shall be available for instructional purposes for each teaching field in which teacher education students are prepared. The laboratories and laboratory equipment shall meet the standards as prescribed for approved or chartered schools by the State Board of Education with consideration of recognized professional guidelines.

(E) Space, equipment, and staff shall be available for planning, recording, and evaluating experiences—such as microteaching, role playing, and other simulated activities.

(F) An educational media center shall be maintained either as a separate unit or as part of the library. The center shall maintain hours of accessibility which support teacher education student learning, serve as a laboratory of material and educational media for instruction, and include: a wide array of books commonly used in approved or chartered schools; various types of educational media, such as maps, charts, pictures, films, video tapes, and recordings; various types of materials used in evaluation of learning; and curriculum patterns, courses of study and teaching units. Workshop facilities shall be provided for preparing new instructional materials, including access to electronic, photographic, and other equipment. Materials in the educational media center shall be classified and catalogued according to nationally recognized standards. The center shall be administered by a professionally trained person having experience in both the areas of education and educational media.

3301-25-07 Financial Support

(A) Financial stability and resources for the accomplishment of announced purposes and procedures to meet teacher education and certification standards established by the State Board of Education shall be evidenced.

(B) A clear and accurate analysis of the college or university's financial status with special emphasis on adequate financial support of teacher education shall be presented jointly by the president of the college or university and the administrator responsible for teacher education in an annual financial statement to the State Department of Education at the close of each fiscal year.

3301-25-08 Evaluation

(A) Continuous study, development, and improvement of teacher education shall be evidenced and supported by a well-defined plan of evaluation which shall provide for the follow-up of graduates.

(B) Plans which are part of a design for total college or university development shall be formulated for the long-range development of teacher education.

(C) Each college or university shall be evaluated at least once every five years by the State Department of Education. Said evaluation shall be conducted on campus and shall involve an evaluation team appointed by the State Department of Education that is broadly representative of the education profession, teacher education students, and interested citizens. The college or university shall provide for the necessary and essential expenditures of State Department of Education evaluations, except for transportation, room and meals of team members. The college or university shall prepare and file with the State Department of Education such financial and other reports as may be required for administrative and evaluative purposes.

APPENDIX B

RECOMMENDATION OPTIONS OF THE OHIO TEACHER EDUCATION AND CERTIFICATION ADVISORY COMMISSION

Following the review of the team report and all additional evidence, the Ohio Teacher Education and Certification Advisory Commission has the following options for action:

1. Continued approval of all programs;
2. Continued approval for specific programs, not recommending continued approval of some;
3. Recommendations held in abeyance until additional information is provided;
4. Recommendations held in abeyance for a specified period of time until specific standards are strengthened to ensure compliance (when this occurs, the institution will be expected to file, and have approved, with the Department of Education, the detailed plan of processes and procedures, along with a time line, to ensure compliance);
5. Recommendations rescinding institutional approval to prepare teachers.